BULLETIN 335 NOVEMBER 1935

CORNELL BULLETIN FOR HOMEMAKERS

PREPARED BY THE NEW YORK STATE COLLEGE OF HOME ECONOMICS AT CORNELL UNIVERSITY AND PUBLISHED BY THE NEW YORK STATE COLLEGE OF AGRICULTURE AT ITHACA, NEW YORK, L. R. SIMONS, DIRECTOR OF THE EXTENSION SERVICE

MAKING OR MARRING THE CHILD'S PERSONALITY THROUGH EMOTIONAL EXPERIENCE

MARGARET WYLIE

Distributed by the ROCHESTER HOME
56 St. Paul St., which is part of
State Extension Service of Cornell

PUBLISHED AND DISTRIBUTED IN FURTHERANCE OF THE PURPOSES PROVIDED FOR IN THE ACTS OF CONGRESS OF MAY 8, AND JUNE 30, 1914

FOREWORD

This bulletin is planned not only for individual reading but for group use, so topics for discussion, with pamphlets and books for reference, are suggested. More than one session may be needed for topics for special interest to a group.

Information about the organization of a Cornell child-study club and the courses available for study may be obtained by writing to the New York State College of Home Economics at Cornell University, Ithaca, New York

CONTENTS

	PAGE
Making personality through emotional experience	5
Marring personality through emotional experience	8
Experiencing courage, caution, achievement, and adequacy instead of fear, worry, anxiety, and inferiority	10
Experiencing zest, fair play, and good fun instead of anger, quarreling, and teasing.	15
Experiencing self-help, security, and affection instead of over-dependence, jealousy, and dislike	20
Overcoming and preventing emotional difficulties	23
Directing emotion for personality growth	26

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MAKING OR MARRING THE CHILD'S PERSONALITY THROUGH EMOTIONAL EXPERIENCE

MARGARET WYLIE

MAKING PERSONALITY THROUGH EMOTIONAL EXPERIENCE

A personality at peace with itself and in harmony with the world is achieved through emotional adjustment; that is, meeting the everyday losses, disappointments, and problems in ways that the man on the street describes as being able to "take it," to "play fair," to face facts and to act accordingly. Inheritance gives the capacity to adjust; experience the opportunity to develop this capacity. Just as most physical cripples are not born that way but are made so by disease and accident, so crippled, warped personalities are made by experiences met after birth. A few capacities, such as breathing, swallowing, perspiring, eliminating, and sneezing, are ready for use without experience. The rest of human behavior must be learned. An outstanding characteristic of a normal human being is his ability to profit from his experience and to change his behavior in accordance with that experience.

In daily life men and women are constantly giving evidence in their behavior of self-reliance and success or dependence and wretchedness as a result of their adjustments to emotional experience. For example, Evelyn Thompson defeated at tennis congratulates her victor sincerely; Mary James under similar circumstances blames her defeat on weather or her racket, and grudgingly acknowledges her victor. Tom James receives the disappointing news of failure to get the promotion he hoped for with a resolution to work harder; Mark Smith received similar news with complete discouragement and "what's the use, I'm not appreciated" attitude. Joe Wayne's car stops; he gets out, studies the situation, and sends in a call for help when he is unable to solve the problem. Lloyd Swan becomes angry in a similar situation, and smashes a rod in his anger, strikes his child who is with him, and scolds his wife. Each of these individuals has learned methods of dealing with difficulties in daily living. Each one shows his personality in his responses. Desirable behavior shows effective and adequate ways of dealing with difficulty or with puzzling situations.

Undesirable behavior indicates ineffective and futile ways of dealing with difficulty.

Human behavior results as the response to some need, wish, desire, idea, ideal, or goal, but the response will be determined by the individual's past experience and his present state and environment. This response will show the individual's understanding of the meaning of an experience, his attitude toward it, and his performance. Attitude is based on emotional experience. Some situations are fairly easy, hence the child's desire can be gained directly. If this is true, the child is satisfied. If, however, the desire is blocked by a difficulty that the child is unable to remove, then dissatisfaction and conflict result in inner disturbances that in turn lead to emotional behavior. It is here that the challenge in child guidance comes in, so helping the child to face the reality of a difficult situation that he learns to overcome the difficulty or to adjust himself to it, or to accept it, thus developing attitudes that are assets for personality growth instead of liabilities.

Two basic common emotional needs of all childhood are the need for security and the need for development. Emotional experience concerned with these needs, if properly directed, may result in the growth of desirable behavior. For a worth-while life the child needs to be understood, wanted, and loved. He needs to have his place and to feel that he belongs. He also needs new experience, a chance to experiment, to find himself in vigorous achievement. Security and development should come to him through vital and desirable emotional experience if it is to aid in growth.

The problem is to see how emotion can be used and directed for personality growth, how emotional reactions can count as assets and can lead to desirable emotional attitudes such as genuine zest for living, courageous daring, frank facing of reality, affection, sympathy, respect, loyalty, and responsibility. If new experiences are to result in desirable performances, wholesome attitude, understanding, and adjustment, the child must learn ways of attacking, overcoming, and dealing with difficulties satisfyingly and successfully. He must learn to face squarely a difficulty whether it be a danger, a threat, an obstacle, a disappointment, a limitation, a mistake, or a failure, and he must learn to deal with this disappointment through active effort in accepting, adjusting to, compensating for, and mastering or overcoming it. Through building up a successful system of habits and attitudes, the parent aids the child in evaluating his experience and in finding the facts, methods, and means for active dealing with difficulty. With right guidance, emotional experience will make for personality growth through significant interest, persistence, ambition, zest, and other fine ways of attack. Undesirable guidance may prevent adjustment to difficulties and may lead to escape from reality through fear, futile anger,

and other emotional handicaps. Guidance should be directed toward use and direction of emotional energy rather than its repression, thwarting, blocking, or release into wrong channels.

The child learns daily from that which he practices with meaning and satisfaction. The present situation is the important one facing him; what he did yesterday helps him today if he learned from his mistakes; what will happen tomorrow cannot be foreseen, but the child's ability to deal with it may be predicted on his progress in mastering today's situation. The normal child is able to profit from experience and to modify his behavior in accordance with that experience.

Methods of overcoming and preventing emotional difficulties and ways of directing emotion for personality growth have been found practicable. Fortunately, worth-while emotional experience can be had, and undesirable emotional experience can be changed, so that personality assets can be built up and personality liabilities can be converted into assets. Emotional energy should be used to accomplish the wishes, supply the needs, fulfill the desires, triumph over the obstacles, attain the goal, and realize the ideals of a rich, joyous, and worth-while life.

Topics for discussion

Factors in learning.

Importance of environment in learning.

Desirable effects of wholesome emotion.

Illustrations of wholesome emotion.

Illustrations of effective ways of dealing with difficulties as dangers, disappointments, and failures.

Suggested reading

Psychology of Infancy and Early Childhood, p. 78–97. By A. H. Arlitt. McGraw Hill Book Co., New York City. 1928.

Bodily Changes in Pain, Hunger, Fear and Rage. By W. B. Cannon. D. Appleton Co., New York City. 1929.

Training the Toddler, p. 85–104. By Elizabeth Cleveland. J. B. Lippincott Co., Philadelphia, Pennsylvania. 1925.

Child Care and Training, p. 87–104. By Marion L. Faegre and John E. Anderson. University of Minnesota Press, Minneapolis, Minnesota. 1929.

A Practical Psychology of Babyhood, p. 125–163. By Jessie Chase Fenton. Houghton Mifflin Co., New York City. 1925.

The Thinking Machine, p. 198–215. By C. Judson Herrick. The University of Chicago Press, Chicago, Illinois. 1929.

Child Psychology, p. 339–363. By Buford J. Johnson. Baltimore, Maryland. 1932.

Handbook of Child Psychology, p. 71–93. By M. C. Jones. (Book edited by C. A. Murchison.) Clark University Press, Worcester, Massachusetts. 1931.

Emotions of Young Children. By L. R. Marston. University of Iowa, Ames, Iowa. 1925.

Child Psychology, p. 127–157. By John J. B. Morgan. Richard R. Smith, Inc., New York City. 1931.

Psychology of Early Childhood, p. 125–142. By William Stern. Henry Holt & Co., New York City. 1930.

The Child's Emotions. A Symposium. (Proceedings of the Mid-West Conference on Character Development, February, 1928). The University of Chicago Press, Chicago, Illinois. 1930.

MARRING PERSONALITY THROUGH EMOTIONAL EXPERIENCE

Excessive emotion such as fear, rage, or extreme excitement, if long continued and frequently recurring, has disastrous effects and prevents adequate adjustment. Physical effects are loss of appetite, restlessness, loss of sleep, and nervousness; mental effects are discouragement, a feeling of inferiority, secretiveness, inattentiveness, and attitudes of worry and dread; social effects take the form of misconduct as lying, stealing, and other delinquencies. Energy is shunted into undesirable channels when escape is sought from difficulty by unwholesome means. Reality is not faced, a zest for living is gone, and emotional outbursts are frequent, with violent reaction to emotion in others. Dr. Abraham Myerson says, "I am one of those who believe that a family or a group is on the downgrade when emotional responses disturb them too greatly, when they are disorganized by the expression of emotion in others, when they dread the noises and excitement of the red-blooded life." "Red-blooded life" may be evaded by setting up alibis, offering glib excuses, making accusations or resorting to day dreaming, phantasy, and unreality. Serious handicaps are thus created which cripple personality development through failure of the individual to utilize hardy emotional desires and satisfactions.

It is hard for parents to realize that the wishes of the child take on emotional intensity, often getting him into social difficulty before he has become socialized. He may even lie or steal to accomplish his wishes.

Lincoln Steffins, when a child, wanted intensely a pony for Christmas. His father planned to get it for him but delayed the presentation as a practical joke without realizing that the child could not stand a long period of suspense with the dread of not receiving the pony. The story of his

suffering illustrates well the emotional difficulties that confront a little child who has an intense desire, and the difficulties that lead him to behavior often misunderstood by the grown-up.

The interplay between the emotional state of parents and that of their children often causes intense conflicts and serious tensions. A child who is continually frightened, thwarted, and harassed cannot develop wholesome habits or attitudes, and his personality will be marred by unhealthy habits and morbid attitudes. Some ways in which this unwholesomeness is expressed, and the wholesome substitutes for such marring influences, are considered in the following pages.

The four situations that produce unwholesome emotional states are interference, inadequacy, insecurity, and shock. Interference causes thwarting, frustration, blocking, restraint, resistance, and is illustrated in anger. Inadequacy results from inability to deal with a situation because of its newness, because of lack of experience or other cause, thus producing a feeling of inferiority, which in turn may lead to jealousy, hatred, resentment, or fear. Insecurity results from uncertainty of self, of one's place, and of consequences, and brings in its wake fear or jealousy or anger, depending on the circumstances. Shock, causing pain, may cripple action and lead to anxiety, worry, fear, or resentment. Unwholesome states arise from ineffective methods of solving these difficulties; wholesome states arise from the solving of situations effectively.

Topics for discussion

Emotional causes of failure.
Methods that lead to escape from reality.
Modifiability of behavior.
Emotional causes of misconduct.
Marring effects of emotion.

Suggested reading

Books

Guilding the Child, p. 183, 195, 210, 231. By Alfred Adler. Greenberg, New York City. 1933.

Why Men Fail. By M. Fishbein. Century Co., New York City. 1928.

Building Personality in Children, p. 297–311. By Garry Myers. Greenberg, New York City. 1931.

Articles

Psychiatry in College. By V. V. Anderson and Willie-Maude Kennedy. Mental Hygiene **16**:353–383. July, 1932.

Pamphlets from the National Committee for Mental Hygiene, 450 Seventh Avenue, New York City:

Points on Child Behavior. No. 1. Do I Cause My Child to be Nervous? No. 4. Do I Cause My Child to be Dishonest? By Lawson Lowrey.

Habit Training for Children. No. 1. Does Your Child Fuss about His Food? By Douglas Thom.

Laziness in School Children. By Ira S. Wile.

EXPERIENCING COURAGE, CAUTION, ACHIEVEMENT, AND ADEQUACY INSTEAD OF FEAR, WORRY, ANXIETY, AND INFERIORITY

Fear is a powerful check to personality development. Psychological experiments have shown that the few fears of normal babies are a fear reaction to loud noises and one to loss of support by "a sudden catching of the breath, clutching randomly with the hands, sudden closing of the eyes and puckering of the lips followed in some cases by crying." On analysis, the fear reaction seems to be based on two important factors: insecurity and painful shock or injury. The loss of support represents the insecurity factor; the sudden loud noise, the shock factor.

Fears are learned or conditioned by unfortunate situations. Insecurity causes fear because in being unequal to the situation the child feels a threat to his safety and comes to fear some or all of the elements present in the situation. If a little child learning to walk, but not yet confident of his skill, is knocked down by a large dog, his security is shaken and he fears the dog. His fear of the dog is not inborn, but results because his experience with this particular dog has made him feel insecurity. His fear may also lead him to object to playing where he met the dog, or to other elements of the situation. New, strange experiences may also give insecurity through the child's inability to predict what will happen. Pain will often cause the child to fear the person who was connected with it, as the dentist or doctor.

Acquired fears may center around real objects, animals, and persons; around real situations such as darkness or lightning; or around imaginary objects, animals, persons, and situations, as around ghosts, bogey-man, and being spirited away. A recent study of four hundred New York children between five and twelve years of age showed that the majority of fears expressed by these children were of this imaginary type. Fears may be acquired through association. The fire siren sounded at night may startle a small child from sleep and lead to fear of the dark. The dramatic use of tone, word, and gestures, even without fear on the part of the narrator, may cause fear to the listener. This is why some

radio programs are objected to by mothers who find that the dramatic recital has led to night terrors. Grown-ups often thoughtlessly give dramatic recitals of local accidents—recent burglaries, hold-ups, murders, or kidnappings—and create terror for the child. Direct contagion of the fear and panic of an adult also causes fear in the child. Some methods of punishment, such as shutting him up in a dark closet, giving severe corporal punishment, threatening to send him away and not to love him any more, and using ridicule, threaten seriously the security of the child and lead to fear. Other causes of insecurity and shock are unsatisfied curiosity, such as partially understood conversation, misunderstood words, and incomplete knowledge and experience such as stories, movies, and secrets imparted on the school grounds.

The fear is continued by experiences that reinforce the original one in some of the following ways: through recurrence or repetition of a similar experience; dreams about the experience; newspaper accounts of a similar experience; and stories containing all or some of the same elements.

In the early life of the race, fear was a method of self-preservation from dangers. Modern life does not require fear but needs intellectual caution and purposeful activity directed toward dealing with and overcoming dangers. Fear keeps the individual crippled, inactive, and inadequate, while courage and caution makes the individual free, active, and adequate.

Various methods of overcoming fear have been studied, reports of which will be found in the reading material suggested on pages 13 and 14. Results of the study show that fear continues when nothing is done to overcome it. Distracting his attention may temporarily divert the child from his fear but it does not remove fear; preaching, talking about it, and telling the child not to be afraid are ineffective; repressing the fear by refusing to face it because the child dreads to be called "fraidy cat" or "yellow" or to be teased or ridiculed for his "silly" fear leads only to other unhealthy symptoms. If the stimuli causing fear could be repeated frequently enough without calling forth a fear reaction, the child would learn to ignore them as he ignores certain sights and sounds and thus would become negatively adapted to them, but with fear stimuli this is not possible unless at the same time other changes take place. The two methods found successful in removing insecurity and shock were social example and the substitution of a desirable attitude for the undesirable one. Several factors were found which worked for change of attitude.

These methods substitute courage, caution, achievement, and adequacy for the various forms of fear. Giving the child a chance to have first-hand experience is necessary. He must learn to investigate, to look for causes, to find facts; for he then sees that knowledge often helps. Perhaps he has heard that night air was believed to be poisonous, because of the

illness which followed the breathing of it, until people learned that it was the mosquito in the air which caused the illness. Learning the factors of danger and planning for dealing with each proves effective. Caution is learned through actual experience in difficult situations. The child who has been allowed to climb and to experience danger is much less likely to be foolhardy than the child who has had no such experience but under taunts from comrades attempts to climb on limbs that will not bear his weight. Parents and others have always talked of and been impressed by

CAUTION INSTEAD OF FEAR

the force of example; yet they do not always see its significance in their relation with their own children. Through the prestige of leadership, the child dares and continues in the face of difficulty for the sake of recognition that comes with praise for his success. Situations that make the child able to achieve greater and greater successes prove of real merit in his development. With each added success there is built up a habit of success that leads to a real feeling of adequacy important for the child's attitude toward difficulty. He then sees the difficulty as a challenge and finds it a spur to worthy action rather than a cause of fear and failure. When an individual learns to deal effectively with his difficulties, caution and courage supplant fear. Dr. Myerson describes fear "as a sharpener of the intelligence of man" and cites agriculture, medicine, and morals as men's means of dealing with the fear situations of hunger, illness, and social disgrace.

Situations in which the child can help himself, handle problems within his power, get recognition for success, gain self-confidence, feel security, and be free to develop, are all needed to make a reality of his experiencing

of courage, caution, achievement, and adequacy. Such situations are the best substitutes for fear in its various forms and for inferiority. Suitable play materials and activities will do much to give a child the first necessary opportunity of solving and controlling difficulties. Plenty of opportunity for action, experiment, doing, daring, and overcoming, should be a part of the daily program of the child, for such experience will prevent the crippling and marring of personality by fears and other distorting emotional difficulties.

Topics for discussion

Read the following accounts:

As far back as I can remember, I had always been afraid of the dark. I was told many ghost stories and all of them pertained to something in the "dark." It was either a "dark and dreary night" or "great big bright spots peering out of the dark."

My mother forbade people to tell me ghost stories when she noticed how I would shrink from going into a dark room. Her treatment of the situation, however, was not very fair. Whenever she would want to send me into a dark room and I would tell her I was afraid to go into the room, she would make me go anyway under the threat of a whipping. I know now that she was trying to break me of being afraid. She would often say, "There's nothing in the dark to be afraid of," but that did not keep me from being afraid just the same.

It just seemed to me that something terrible, I never knew what, was going to grab me the minute I went into that room. My imagination just ran wild whenever I went into any place where it was dark. If I had to get something out of a room, it seemed as if it took ages for me to turn around and get out. I would run out as fast as I could, to have someone laugh at me when I got out.

This fear persisted until I was a young girl in my "teens." Gradually the fear died down concerning something in the dark that would grab me. But there still persisted a dislike for going into unfamiliar dark places.

I think that the way I got myself out of the habit of being afraid came about when I used to tell my little cousins ghost tales. I knew then that the things I told them were impossible, so instead of being afraid I'd pretend that I'd protect them from all of the "ghostly things." Now, I have no fear whatever of something really being in the dark that would harm me.

To get myself out of fears of things in the dark, one night after hearing a ghost story I went in a dark room and turned the light on real quick and I found nothing there. I tried this several times afterwards, gradually decreasing my fears.

* * *

Mother had been afraid of storms ever since I can remember. In the summer we were alone together very much while Dad was away, and her fear—evident during the frequent electrical storms which would come up during those months—began to bring forth gradually a like reaction in me. Often at night, when a storm came up, she would come into my room and urge me to get into bed with her lest I be afraid. She never liked to have me pick up scissors or be near much metal during a storm, and when we were out on my grandfather's farm, where the house stands up on a rise of ground, and around which storms would seem to rent all their force, she would get up, partly dress, and have me do the same, in case the house were struck. Because of this nervousness and dread of storms on Mother's part I began to feel that there was some dreadful, mysterious element back of a storm, against which one must always guard, and I began to fear and dread storms also.

But later, once or twice, Daddy was home during storms. Fearing them not at all, and, rather, being interested in the physical phenomena back of it all, he took me out on the back porch to watch the play of the lightning and to count the seconds following a flash until we heard its thunder, that we might be able to estimate the location of the lightning stroke. With him, beside his obvious lack of fear and

his interest in the storm, my own dread would melt. Thus I began to regard storms as interesting phenomena, not so much to be dreaded as to be wondered at. Now my fear is not entirely conquered, and, if a storm in a summer night is quite bad, I am not sorry to see Mother coming in to see if everything is all right, but I am gradually coming to dread them less and, rather, am developing a respect for and an interest in the very power and wonder of a storm—an attitude directly conditioned by Dad's attitude and one which is gradually helping me more and more to control the previous attitude.

Analyze these. See how the fear was started, which factor caused it, and how it was overcome.

Consider fears you had in childhood, whether you still have them, how they have been changed, how parents or friends have helped you to overcome them.

Point out some of the ways by which fears are learned.

Present some of the disastrous effects of fear and worry.

Discuss methods of overcoming fears and inferiority; illustrate each method and evaluate it.

Plan experiences such that the little child can have success in simple undertakings.

Discuss how caution in traffic, with dangerous materials, may be taught.

Analyze the factors in courage, and list some ways in which the child can experience situations involving these factors.

Suggested reading

Books

Your Child and His Parents, p. 161–190. By Alice Cora Brill and May Pardee Youtz. D. Appleton & Co., New York City. 1932.

The Wholesome Personality, p. 291–329. By Wm. H. Burnham. D. Appleton & Co., New York City. 1932.

Our Children, A Handbook for Parents, p. 130–139. Dorothy Canfield Fisher and Sidonie Matsner Gruenberg, editors. Viking Press, New York City. 1932.

Children's Fears, Dreams, Wishes, Daydreams. Child Development Monograph, No. 12. By Arthur Jersild, F. V. Markey, and C. L. Jersild. Teachers' College Publication, New York City. 1933.

Building Personality in Children, p. 236–275. By Garry Myers. Greenberg, New York City. 1931.

Behaviour Aspects of Child Conduct, 176–205. By Esther Loring Richards. The Macmillan Co., New York City. 1932.

Psychology of Early Childhood, p. 511–526. By William Stern. Henry Holt & Co., New York City. 1930.

Everyday Problems of the Everyday Child, p. 150–167. By Douglas A. Thom. D. Appleton & Co., New York City. 1927.

Psychological Care of Infant and Child, p. 45–68. By John B. Watson. W. W. Norton & Co., New York City. 1928.

Articles

A Study of Fear, p. 5. By H. E. Jones and M. C. Jones. Childhood Education. 1928.

The Elimination of Children's Fears. By M. C. Jones. Journ. Exp. Psych., p. 7, 1924.

Pamphlet from the National Committee for Mental Hygiene, 450 Seventh Avenue, New York City:

Points on Child Behavior. No. 5. Do I Frighten My Child so He Becomes Timid and Fearful? By Lawson Lowrey.

EXPERIENCING ZEST, FAIR PLAY, AND GOOD FUN INSTEAD OF ANGER, QUARRELING, AND TEASING

While the emotional handicaps of fear, worry, anxiety, and inferiority lead generally to inactivity, those of anger, quarreling, and teasing often lead instead to unfair and violent attacks without effectively solving the difficulty. Anger is usually aroused by interference of some kind. A tiny infant's reaction to interference is shown by the stiffening of his body, by slashing movements, crying, and the holding of his breath, in an attempt to overcome the obstacle and remove it. Anger is often shown toward objects and toys as well as people, but growth toward maturity generally brings control of rage and use of energy in worth-while activities. Excessive anger outbursts lead to irritability, sullenness, hypersensitiveness, bullying, destructiveness, torture, revenge, cruelty, fighting, and quarreling. But mastery and direction of this vital energy leads to zest, fair play, teamwork, and good fun.

The very young baby becomes angered when physically restrained or hampered in his movements, and later he becomes angered when he cannot have what he wants when he wants it. The form the tantrum takes is often that best calculated to get results. If a mother is worried about his health, the child's tantrum may take the form of refusal of food or sleep, the holding of his breath, or knocking his head against the floor or the wall. If noise is the mother's bugbear, then yelling, screaming, kicking, pounding, and slamming doors are used with the hope of wearing down the mother's resistance.

Attempts to reduce the occasions for anger and to see that outbursts do not bring what the child wishes have met with success in helping the child to gain control and to keep the parents calm, patient, and unemotional in

dealing with the problem. Study and observation of what causes the temper helps to plan for its prevention. In early childhood hunger and fatigue are two prime causes. Regular times for eating and for resting (naptime and bedtime) are fundamental ways of overcoming these difficulties. Dressing should not call forth temper. Therefore, clothes should be simple and such that the child can soon help with taking them off and putting them on. Play clothes that allow free movement and activity also prevent unnecessary strain.

When anger arises, the adult should help the child to gain control. She may take him aside, wait calmly for a pause in the screaming, and then dry his eyes or smooth his hair or help in some way to start him out of the situation. She may give simple, definite suggestions and recognize with approval each gain in mastery.

Quarreling is a conflict situation in which one individual tries to dominate others. It takes two to make a quarrel, with the wishes of two people in conflict, each one trying to get his way, sometimes by fisticuff battle, often by arguing and contradicting. In the early stages of recognizing the rights of other people to time, place, and opinions, quarreling is a method of learning to give and take; but it needs direction so that it will not become a failure to appreciate the rights of others or a chronic form of rage display. Sharing is an early step in give-and-take, for respecting the "mine" and "thine" is important. Care for possessions, a place for treasures, money of one's own, all help one to appreciate the other's viewpoint, and must be learned and practiced by the child. Separating quarrelers eases the situation only temporarily. Seeing that favoritism does not creep in, that each child learns to share and regard the rights of another is necessary to guide him to finer relationships with others.

TEAMWORK INSTEAD OF QUARRELING

Teasing causes annoyance, irritation, anger, and frustration. Grown-ups often tease children to see them strike out or pout and cry, and in this way amuse the grown-up. It

may entertain the teaser but it works havoc with the teasee's regard of him, leading often to intense dislike. Often too, the teaser is very fond of the person he teases and is showing his affection by what he interprets as a friendly gesture. Devoted husbands often tease their wives.

If both teaser and teasee exchange rôles and take turns in teasing and being teased, then each learns lessons of give-and-take from the experience. Being teased gives a chance for learning to deliberate and calculate action under stress, an important means of gaining control. If, however, one child is always the teaser and the other always being teased, then the situation requires adult aid, for both children will acquire undesirable traits from such behavior. The teaser may become a bully, may become cruel and unfair in his treatment of others, and the child who is teased may remain timid, inadequate, and unhappy in his relationships.

The chief cause of the teasing will determine the treatment. If it comes from idleness or pent-up energy, plenty of play and wholesome activities for both children should be provided, for both participants need to be helped. The teaser should be helped to a better source of fun, and should be helped to show affection in other ways.

Intelligent direction and guidance of the forceful energy represented by anger will give zest in activity, fair play, teamwork, and good fun in relationships.

Topics for discussion

Read the following account of Susan.

Her name was Susan and she was only three months older than I. She was the victim of my most murderous thoughts. She was the daughter of an old family friend. My mother was fighting a losing battle against my untidiness. Susan's mother was revelling in her extreme neatness. The summer of my sixth year I had a white outfit. While watching a marble game I inadvertently leaned against a freshly painted fence. My white clothes were gone. In despair mother said, "*Why* can't you be like Susan? *She* would have looked where she leaned!" I could have ground Susan into the dust and liked it. That was the beginning—my room, my dresser drawers, my closet, everything was compared to Susan's followed by the inevitable, "Why can't you be?"

We went to high school together. Susan carried four subjects, got four 90's. I carried five or six each time and got three or four 95's or 96's and two or one that were not quite so creditable. Then—"Why *can't* you take the average number of courses and get grades like Susan's?" Susan never stayed out late, drove with reckless youths, or came home with a whole mob, totally unannounced, to stay for dinner, didn't have 'phone calls all night long, horns tooting out in front, and people laughing and screaming and annoying the neighbors. Susan never went out!

We both went to the University. Susan's mother worried, Susan didn't get along with people, Susan had never gone out, Susan needed to be helped and encouraged with her studying. Mother was more than surprised. She had utter confidence in my ability to get along both socially and scholastically. I had all through high school. I had tended to my work with no aid from the outside, and had graduated with honorable mention.

At Christmas we both came home. Susan didn't want to go back. Mother said, "May, dear, couldn't you be a little bit nicer to Susan? Take her out with you occasionally? You know there is often need for an extra girl and it would be nice if she could meet some of the University men this vacation." It struck me as

exceedingly humorous—Susan who did everything correctly, the *"ideal"* girl, needing help from *me* who never did anything correctly.

She and her family had dinner with us Christmas day—much against my will! I hadn't seen Susan since September. What a shock! She was much thinner, with a haggard desperate look. In the discussion she said, "I am trying to get the family to let me stay, before I'm sent home for grades!" I was astounded, and felt terribly sorry for her. Before the afternoon was over it was arranged that she come to the dance with us that night. Next day Dad said to Mother, "Who would you have May be?" Mother laughed and said, "Just May, and I always would, but I had to *try* and train her, in the past!" A kiss around, the score with Susan was even. We're good friends now!

Discuss why comparison of the child with other children in the same family or with other children in the neighborhood is unwise and what it leads to.

Read the following statement:

Any sort of discipline placed on me in my older years was done so by my brother. This I fiercely resented, and much quarreling and strife ensued. He, being older, must have felt, and rightly too, that I needed discipline, and tried to administer it. On my part, I saw no reason why he should have any control over me whatever. When my busy parents were confronted with the situation, they necessarily sided with me to protect me from my brother's violent temper. This made matters worse. The adjustment did not come until later years when my brother ceased to be concerned with my affairs. Since then we seldom have quarreled.

Discuss the problem of responsibility and discipline of children in the family by the older members.

Read the following incident:

The swing out at my grandfather's was very popular with my cousins and me. One afternoon we were out there "taking turns," the older ones swinging the younger ones. When my turn was over and it was time for me to get out, I refused absolutely to budge. Partly to tease them, partly from mere willfulness, I would not get out. The others insisted that I had had my full turn, that it was five-year-old Helen's turn, but still I "stuck," perverse as a seven-year-old can be. Then, one of the two aunts whom we children all adored and considered perfect in every detail, suddenly appeared at the door, and abruptly ordered me to give the swing to Helen. Never before had she spoken so to any of us. The mortification in the fact that her reprimand had been for me, the shock of disillusionment in finding that one who had seemed perfect could speak so sharply, coupled with the frustration of my effort to remain in the swing, sent me flying from the swing around to the front of the house, where I huddled, an angry, hurt little heap, on the lawn, crying as hard as I could cry. When I had about cried myself out, Mother came out to me, asking what was the matter. After I had told her, we both agreed that I had been wrong, that it really had been Helen's turn,—and Mother also explained that my aunt had spoken so sharply because she was tired and nervous just then. Under Mother's manner I could detect a certain inexplicable, though infinitely comforting, tenderness, which usually was not present after I had been naughty. Not until some years after that though, when we had been laughing over the incident, did she fully explain that—when she told me that the others who witnessed the incident felt that my aunt had been wrong in not leaving us children to ourselves, and in so directly calling attention to my willfulness. For years after that afternoon I could not wipe out the blot on the perfection of my aunt,—and the other aunt, whom I had never seen lose her temper, seemed the more perfect of the two, though I was so fond of them both that I would hardly admit even to myself that they did not both hold exactly the same level in my estimation. It was not until the first aunt came to live with us one spring and I found out how very dear and comradely she could be, that the blot was wiped out, and the memory of that incident on the farm freed from all tinge of bitterness.

Why did the child react so violently to reproof?

Discuss methods of punishment which may result in hatred, resentment, and dislike.

Read the following account:

I have very vivid impressions of a marked dislike, very close to hate, that I had for one person. Unfortunately, the being so cursed was my uncle. He had always been so domineering, and superior, that I cannot remember a time when I did not hate him. He used to tease me so much when I was small that the dislike had an early start. He was a dentist, and I had to visit him frequently, so this did not help the situation any. He was the type of person who seems to bring out the worst in any person, and he really worked like magic on me. He could get me angrier in a shorter period of time than any other human being. Then he descended upon us to live. This was too much. We fought constantly. He rather dominated the whole family. My mother and aunt never thought of doing a single thing without consulting him first. It was true he had a great amount of experience, but I did not think that he merited this attention. I spent no pains to let him see that I did not think he was the paragon his sisters thought him. It is needless to say that it did not improve his attitude towards me in the least. My mother constantly lectured me on his good points, but I cannot say it did much good.

I cannot say just when I stopped hating him so intensely. Perhaps I eventually came to my senses, and saw his various and plentiful good points. Now I can tolerate him, and be in his presence without actually having an argument. To me, this represents much progress. I think the process must have been gradual. He married for the second time, and left my mother's house, which probably improved matters somewhat. I wish that I did know just what made me change my attitude towards him. He is as domineering as ever, and has the same characteristics that are always disagreeable to me, but I seem to have grown more able to stand him. Perhaps it is all a part of the process of growing up, and I was too young to appreciate him.

What factors caused anger and resentment in this situation?

Give examples from the experience of the group to show how children's temper tantrums were managed and what was done with children's quarrels.

Discuss ways of dealing with the little child who bites, kicks, and scratches other children.

Discuss the ways in which games and sports teach fair play.

Discuss projects in the family life and community life which require teamwork.

Suggested readings

Books

Anger in Young Children. By F. L. Goodenough. University of Minnesota Press, Minneapolis, Minnesota. 1931.

Psychological Care of Infant and Child, p. 88–112. By John B. Watson. W. W. Norton & Co., New York City. 1928.

Articles

Heading Off Disobedience. By F. L. Goodenough. Parents' Magazine, March, 1933.

How to Handle Temper Tantrums. By F. L. Goodenough. Parents' Magazine, February, 1933.

Pamphlets from the National Committee for Mental Hygiene, 450 Seventh Avenue, New York City:

Points on Child Behavior. No. 3. Do I Cause My Child to Have Temper Tantrums? By Lawson Lowrey.

Habit Training for Children. No. 5. Does Your Child Have Temper Tantrums? By Douglas Thom.

EXPERIENCING SELF-HELP, SECURITY, AND AFFECTION INSTEAD OF OVER-DEPENDENCE, JEALOUSY AND DISLIKE

Every individual, whether child or adult, has need of affection, to give value to life and to inspire effort. As one of the most effective forces in the growth of character and personality, its wise use is essential, for unwholesome use of affection cripples and distorts development. "Too much mother love," says Watson, is a "dangerous instrument." It becomes smothering instead of mothering, making for over-dependence, coddling, and spoiling the child. A mother of this variety who boasted she all but breathed for her son, made him spineless, dependent, homesick, completely unequal to face rugged life. Such a person becomes "tied to his mother's apron strings," and many a time will his future wife wish him back with his mother. This is not true mother love, but selfish love, since it puts the parent's satisfaction in the dependence before the independence of the child. It makes for unwholesome dependency and fixations. But in spite of abuses, affection should be a part of every child's life. He should have a place in the family and a feeling of belonging. The fact that so many children are not wanted at birth, plays an important rôle in the relationship between parents and children later. Every child surrounded with the secure affection of his own people should have a chance to try himself out, to express his desires and wishes in action, to become self-helpful and independent.

CONSIDERATION FOR ANIMALS INSTEAD OF DISLIKE

Jealousy and dislikes often disrupt the harmony of the family. Any situation that causes insecurity in the child's feeling of belonging and of having a place in his family's affection may cause jealousy or hatred. The new baby, the sister who is upheld as a model, the brother who does everything right, may be the cause of the insecurity and thus they find themselves in an unfavorable position with this insecure member of the household. Parents often thoughtlessly make comparisons or unfavorable comments about a child, or neglect to show him affection, thus causing the child to feel unfavored, inadequate, and inferior. He then becomes jealous or expresses dislike for the favored one by teasing or tormenting it. The two factors causing jealousy of the new baby may be either that the child has become too dependent on his parents' love, too selfish, too spoiled to welcome another one to share in his parents' affection; or he feels shut out, isolated, and excluded due to the attention paid to the new baby. If he shares in the attention and care and feels his own place still secure in the family, he will enjoy the baby.

One research study of jealousy among children has shown that jealousy is more frequent when the age interval between the children is between eighteen months and four years. The fact that the wishes and needs of two children are more nearly alike the closer they are in age, may be a factor here. In Hugh Walpole's tale of Jeremy there is a good illustration of jealousy. Jeremy was eight, his sister, Mary, seven. She was unattractive, bright, sensitive. "The passion of her life, as the family were all aware, was Jeremy, but it was an unfortunate and uncomfortable passion. She bothered and worried him, she was insanely jealous; she would sulk for days did he ever seem to prefer Helen (her sister) to herself." When Jeremy's dog, Hamlet, absorbed Jeremy's attention, Mary was unhappy and protested, "It's always Hamlet now. I wish he had never come. It was much nicer before." But since Jeremy continued to ignore her, Mary plotted to get rid of the dog. One day she locked the dog in a barn. To her astonishment Jeremy's sorrow was so great that she confessed what she had done. "I wanted him to be lost. I didn't want you to have him. I hated him always being with you and me never." It took many later experiences together to make a happy relationship between these two.

Over-dependence, jealousy, and hatred are emotional handicaps, while self-help, security, and affection give desirable emotional experience.

Topics for discussion

Read the story of one boy:

Being one of two boys in a family with four sisters is a situation in which many conflicts may and did arise. Two sisters were older, two younger, and the baby a boy, so I came in between the two forces. When the baby boy was about three, death came due to measles; the blow being very severe on my mother. Naturally, then,

I received more attention from my mother than I did before my brother's death; it was a method of compensating. This resulted in the fact that I was known as the favored one, and the boy-product of a favored mother is quite obviously superior and selfish.

But all of this, as I see it now, has handicapped me to a certain extent. As I look back on my boyhood, I see that I missed the greatest benefits of gang life. Of course, I was a member of such a group, but not quite so active as I should have been. All the things our group did that were in any way at all dangerous were forbidden to me. Trips up the river, summer camps, and all other pastime requiring a long period of absence from the home were not known to me.

After high school a chance for college education came my way, but it was not until the break really came that I felt the effects this pressure from home had left upon me. I was not quite so free with a bunch of fellows as I wanted to be. Much of their conversation was out of my field of talk; I seemed isolated and alone, those first two years. Of course, I had a few very close friends, but I could not make my demands upon them too great. It was group life that I wanted; it was a rejuvination of the gang spirit that had been suppressed in me.

During those first two years my inferiority became modified a great deal. In time I seemed to sense that it was more or less my own self imagining my restrictions. I confided with a few of my friends and also with one or two professors who made light of what I thought to be serious; it had been an awful drag on my mind. So in time, through determination and will, I lost a good deal of my shyness. I am sure of that, for every time I go home the family remarks that I am continually changing. But I am not certain whether or not I can ever entirely erase this hardship, for at times superiority seems to take the place of my inferiority, and then, of course, I have two difficulties to overcome, inferiority, and a superficial layer of superiority. The latter, at least, gives me satisfaction.

How did over-dependence handicap him?

Should children take part in gang activities, climb, swim, and do other adventuresome things if it makes mothers nervous?

Read and discuss this case of inferiority. What were the factors in changing the situation?

In my case I'm going to trace my feeling of inferiority to the predominance of my older sister over me. When Sister and I played together with the children of our neighborhood, Mother said we got along beautifully—never had any quarrels or words of any kind. I idealized my sister who is just two years older than I, and would have died for her. After Sister was in the seventh grade, she began to think more of herself and didn't want a "young" child like me always tagging around her, so I began feeling that I was being discarded; was too young; wasn't attractive like my sister (who really is very pretty), and was a regular pest. I was younger than most of the children in our little crowd so that they all felt the same toward me. When I got up as far as the seventh grade, and at the age when I was very sensitive, this inferiority began to be noticed by Mother and Dad, and was a problem to them. They would force Sister to allow me in her crowd but I always knew that I was being spurned and Sister was angry because I had to "tag along." Probably, had I not been so even tempered when I was young and, as Mother used to say, "the best natured and most willing girl there was," I wouldn't have stood for Sister's attitude toward me; but she was flighty and had a temper; so rather than cause trouble and worry for Mother and Dad, I used to give in and let her have her way. Each time I was told how young and dumb I was, of course, made just one more impression on my mind that perhaps I really was sort of dumb. Then, too, I wasn't extra good in a couple of school subjects when I was in Junior High School, which made me feel all the more that I must be dull.

My parents used to try to push me out to play with other children, but I couldn't be forward a bit; so then they tried to overcome the situation by taking me with them as much as possible on trips. This helped a little, for then I forgot about people at home and met new people who seemed to accept me into their society very cordially, and I responded after a few meetings with them and felt quite at ease.

When I was a sophomore in school, Sister left for college; I was the only one left in our family as a main attraction. I was not continually doing things and having them disapproved of, and did not have that fear of being made fun of if I did suggest what I considered to be a good idea. I began to make friends more easily and before I knew it was going out to school functions and parties and was joining school clubs. In my junior year I was a class officer and in my senior year the business manager of our school paper.

After the first bit of recognition I received—which was a $5 gold piece for writing a thesis for a chemical society—it didn't seem so hard for me to advance. I felt that fear I had before gradually leaving me and discovered that what my parents had told me was really so—I was just as capable of doing things as was my sister and could if only I would try. I was all right as long as I was left alone, but as soon as my sister came home and was in my crowd I could feel myself sliding back again. When I went away to college in a new atmosphere, new crowd, and new surroundings, I had no difficulty at all. I knew I had to rely on myself, for if I didn't I could sit and the rest of the world could move on just as well without me.

Give illustrations of types of mother-love and of father-love.

Discuss ways in which the feeling of security is established.

Suggested readings

Books

Psychology of Early Childhood, p. 527–554. By William Stern. Henry Holt & Co., New York City. 1930.

Everyday Problems of the Everyday Child, p. 168–181, 182–192. By Douglas A. Thom. D. Appleton & Co., New York City. 1927.

Psychological Care of Infant and Child, p. 69–87. By John B. Watson. W. W. Norton & Co., New York City. 1928.

Articles

Pamphlets from the National Committee for Mental Hygiene, 450 Seventh Avenue, New York City:

Practical Aspects of Parental Love. By E. L. Richards.

Habit Training for Children. No. 4. Is Your Child Jealous? By Douglas Thom.

OVERCOMING AND PREVENTING EMOTIONAL DIFFICULTIES

John B. Watson says, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—a doctor, lawyer, artist, merchant, chief and, yes, even into beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and the race of his ancestors." But human life cannot be easily manipulated by one individual nor can a "specified world" be provided for one child and one trainer. However, in spite of this, Watson's emphasis

on the rôle of the parents in guiding and directing the child is justified, for it is an extremely important one. Wise parents guide children in order that they may become self-reliant, useful citizens; that they may gain self-discipline, self-control, and self-expression; that they may share with others and play their part courageously, fairly, and well.

Child guidance is not a simple, easy task. Intelligent parents, teachers, and workers with children appreciate that it is a life-long task, a task without quick results from recipes and rules but one of patient daily living and guiding, with a full understanding of the child's needs and how to meet them. They know this task requires good judgment, good sense, and honest effort. It calls for study, reading, and thought. It necessitates self-control, self-improvement, and example. It means the provision of good surroundings, suitable companions, and good teaching. There are no short-cuts to success, no bargains in guidance, no pills and powders to transform unruly children into disciplined children, no easy, quick fool-proof methods of developing personality. That the process is one of growth and development, not of force and manipulation, is not a discouraging fact but an encouraging one. Planning counts; study and observation aid; daily living scores; the quality of family relationships is of value; the examples of parents are worthwhile. If these things are kept in mind, the parents' teachings gradually improve and bring about fine results. They learn to delegate responsibility, to aid the child to find himself and to express the best that is in him.

Each emotional situation needs to be dealt with as an individual one, since no rule can be applied to all children nor to all situations. One knows, however, that the best method is to start the child right in desirable health and conduct habits so that he will not develop emotional handicaps but will gain emotional stability. Caution should come instead of fear, planned activity and decisive action instead of worry and anxiety, warmth of affection in a variety of relationships instead of dislike and jealousy, vital energy instead of futile rage, cooperative social action instead of peevish quarreling.

Preventive work is of primary importance. A mother of a tiny baby three weeks old who says, in speaking of the temper tantrums of a neighbor's three-year-old, "My child hasn't come to that stage yet," and who is not teaching her child wholesome health habits, is paving the way for difficulties. Preparation in advance and good teaching in advance make the basis for wholesome personality development.

Some general rules for overcoming and preventing emotional difficulties are:

Know your child.

Know what can be expected at various stages of development and do not expect too much.

Know how to teach health habits.

Gain calm, patience, and serenity for yourself.

Provide good environmental setting, companionship, adventure, experience, affection, recognition, and security for each child.

See that each child has a place of his own, treasures of his own, and time for his own activities.

Enlist the child's cooperation and confidence.

Give plenty of opportunity for self-expression through art, drama, music, dancing, writing, speaking, story telling, constructing, painting, modeling, reading, play, and other activities.

When a special emotional handicap is present, look for the causes. Every one has a history. Find the beginning and how this behavior was learned. Help the child to substitute desirable behavior through practice of it with meaning and satisfaction.

Read the specific suggestions given by the authors for dealing with problems of fear, rage, jealousy, and other emotional handicaps.

Topics for discussion

Study ways outlined in *The Behavior of Young Children* of teaching fundamental health and conduct habits.

Show how such methods as preparation, approval, verbal direction, physical help, can be applied to prevent emotional handicaps, to overcome difficulties already present.

How can emotional handicaps such as fear, rage, and jealousy be dealt with?

Report methods suggested by various authors. Which are educational and which are merely corrective? What application can be made to individual situations?

What can parents do to build up their own emotional stability?

Suggested reading

Books

The Management of Young Children, p. 261–287. By William E. Blatz and Helen Bott. William Morrow & Co., New York City. 1930.

Child Psychology, p. 127–157. By John J. B. Morgan. Richard R. Smith, Inc., New York City. 1931.

The Behavior of Young Children, Vol. I, II, and III. By Ethel B. Waring and Marguerite Wilker. Scribner's Sons, New York City. 1932.

DIRECTING EMOTION FOR PERSONALITY GROWTH

With the undue emphasis in some current literature on giving free vent to emotions without restraint, it is necessary to point out that precisely this excessive reaction to emotions accounts for the emotional handicaps previously discussed. Another course must be pursued if human nature is to achieve and accomplish social welfare. It will not be through excessive emotional behavior nor yet through repressive measures, but by adequate direction and control. Emotional behavior is learned, and unemotionally controlled behavior can also be learned. Professor Carr[1] has indicated how this is possible. Emotions, he says, bring about organic readjustment:

For example, the emotions are quite similar in most respects to the organic readjustments that accompany any form of vigorous exercise. Any strenuous activity such as running to catch a train necessarily involves the expenditure of an unusual amount of energy, and the vegetative processes are automatically readjusted so as to supply this demand and promote the more rapid elimination of the waste products. The heart beats more violently, the blood is increased in those parts directly involved in the act, the breathing is quickened, and the activity of the sebaceous and sweat glands is accentuated. Obviously, this reaction is essentially similar in both nature and function to that involved in anger, and yet we label one an emotion while the other we do not. It is thus necessary to distinguish the emotions from other types of organic readjustment.

In the act of running for a train, the stimulating situation arouses the act, and the organic adjustment is the consequent of that act. The readjustment arises gradually, it develops in an orderly fashion, and it is adapted to the varying exigencies of the act. In anger, any overt form of response to the stimulating situation may be inhibited for the time being and the organic readjustment precede the act. Because of the lack of any adequate motor outlet, the emotional readjustment develops in a more tumultous and impulsive fashion. Our whole being seems to seethe and boil with rage, and this condition of organic turmoil is followed by an explosive moment as this pent-up energy is finally discharged into action. After we begin to react to the situation, we may experience for a short time these surges of emotional excitement that sweep us on to more vigorous efforts. In the case of running to catch a train, the organic reaction is awakened by the response and it is adapted to that response. In fear and anger and similar emotions, on the other hand, the organic reaction is awakened by the provocative circumstances, and our response to that situation is largely determined and dominated by these tumultous organic impulsions. Likewise in the non-adaptive emotions such as surprise and joy, the absence of any adequate motor outlet is conducive to a somewhat disorganized and tumultous organic reaction, and necessarily we become acutely conscious of these visceral disturbances.

The emotional reactions thus occur in the absence of any correlative act, or they develop and run their course with some degree of independence of the act and hence largely determine the character of that act. We thus suggest that it is these surging, seething, tumultous, impulsive, and explosive features that constitute the distinctive characteristic of an emotional type of organic readjustment. Thus an emotion may well be called an organic commotion. In support of this conception, we may call attention to the well-known fact that the emotions tend to disappear with action. Our anger soon cools and wanes when we begin to fight, and terror no longer holds us in its grip when we indulge in strenuous flight. The difference between these two conditions does not consist of the presence and absence of an organic disturbance, for both fighting and flight obviously involve a very pronounced readjustment on the part of the vital activities. Evidently the disappearance of the emotions with overt action is due to a change in the character of the organic reaction. Given an adequate motor outlet, these organic activities gradually become adapted to the exigencies of the act, and hence they lose their initial tumultous and impulsive character and the experience is no longer labelled an emotion.

[1] Carr, Harvey A. Psychology, A Study of Mental Activity, pages 281–283. 1925.

As Professor Carr points out, the old-time provocative circumstances may be robbed of their challenge if the individual through direction has found wholesome motor outlets or ways of behaving.

The futile attitude of fighting emotions brings only strain. This attitude of strain makes the mental hygienist urge, "Neither run away from emotions nor yet fight them," and he suggests taking body impulses under control and directing them into desirable behavior.

Lorine Pruette states in *The Parent and The Happy Child*:

> Happiness is health, emotional health. Happiness belongs to the independent, the competent, the courageous. Happiness belongs to those who have resources within themselves to combat ill-fortune, to those who can inhibit anger over trivialities and release it for a just cause, to those who have few fears or none, to those who can love unselfishly and give pleasing expression to this love.

In other words happiness belongs to those who develop their ability to direct their own behavior, to use planning and foresight, and to act thoughtfully. The child can learn this through the activities provided in everyday living. Desirable behavior comes from conscious practice with an appreciation of successful accomplishment. Careful planning and guiding result in a child's day full of the activities that make for growth under suitable conditions. Regularity, provision of suitable materials, space and companionship, preparation, direction, and responsibility, all are a part of the daily program for the alert, adventuresome normal child.

INTEREST INSTEAD OF BOREDOM

Each activity that opens opportunity for the child for self-expression, self-control, and self-discipline is a valuable means to mental health and integrity of personality. A wide variety of interests makes it possible for the child to gain rich and happy experience with many media, aids him to find that which best suits his special abilities, and gives him security and value. His personality thus will be valuable for its uniqueness and the quality of its function in the group. Activities and interests in the home,

the school, and the community are ways of testing personality growth and of finding satisfying place, response, and experience.

Creative expression indicates that the personality is gaining its goal in its highest contribution to self and others without emotional instability or emotional handicap.

By various means the four emotional difficulties, interference, inadequacy, insecurity, and shock, may be overcome, and in their place an active attitude in the face of difficulty, or zestful activity, adequacy, security, self-confidence, and emotional solace, may be substituted.

Emotional experience can make or mar personality. Helpful guidance seeks to build up desirable attitudes, purposes, and habits which make for a wholesome personality.

Topics for discussion

Value of hobbies.

Significance of a task.

Means used in progressive schools for creative expression.

The meaning of leisure.

Suggested readings

Books

The Normal Mind, p. 641–673. By Wm. H. Burnham. D. Appleton & Co., New York City. 1924.

The Wholesome Personality, p. 121–169. By Wm. H. Burnham. D. Appleton & Co., New York City. 1932.

Psychology—A Study of Mental Activity, p. 260–285. By Harvey A. Carr. Longmans, Green & Co., New York City. 1925.

Building Personality in Children, p. 116–171, 172–235, 276–296, 312–360. By Garry C. Myers. Greenberg, New York City. 1931.

Creative Expression. Edited by the Progressive Education Association, by Gertrude Hartman and Ann Shumaker. John Day Co., New York City. 1932.

Articles

A Genetic Theory of Emotions. By K. M. B. Bridges. Pedagogical Seminary 37:514–529. 1930.

Pamphlets from the National Committee for Mental Hygiene, 450 Seventh Avenue, New York City:

Success and Failure as Conditions of Mental Health. By William Burnham.

Points on Child Behavior. No. 1. Do I Cause My Child to be Nervous? By Lawson Lowrey.

Habit Training for Children. No. 3. Do You Make the Most of Your Child's Intelligence? By Douglas Thom.

Laziness in School Children. By Ira S. Wile.